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ABSTRACT

A project assisted volunteers and staff of the Crawford County (Pennsylvania) READ Program in increasing their personal awareness of and sensitivity to factors in the life of adult learners that may hinder or otherwise affect learning. The object was to help tutors and staff become aware of when help is needed and how to refer or provide that help without undermining the new reader's self-reliance and self-esteem. Four project activities were as follows: three half-day "Volunteer Awareness Trainings" for tutors and staff; one full-day workshop on educational enabling for 30 staff and tutors; provision of information on area agencies where referrals may be made; and helping participants find the balance between positive help and negative enabling. An informal evaluation tool was developed for use at the end of workshops to assess changes in knowledge of social services issues, value of workshops, and participants' attitudes. A follow-up evaluation was sent at the end of the program year to assess the longer-term impact of workshops on referrals made to agencies and on learner retention. Findings indicated that staff and tutors were often already sensitive to the issues faced by new readers but had little knowledge of how to aid them positively and to make referrals. (The 11-page report is followed by the agenda and handouts for the volunteer awareness and educational enabling workshops.) (YLB)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

VOLUNTEER AWARENESS AND EDUCATIONAL ENABLING: STAFF DEVELOPMENT PROJECT FOR VOLUNTEER LITERACY TUTORS

Mary Lindquist, Program Coordinator
Crawford County Literacy Council, Inc.

Fiscal Year: July, 1992 - June, 1993

Crawford County Literacy Council, Inc.
312 Chestnut Street, Office 103
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353 Special Project # 099-3008

CE 066 979

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ABSTRACT PAGE

TITLE: Volunteer Awareness and Educational Enabling: Staff Development Project for Volunteer Literacy Tutors

PROJECT NO.: 099-3008 Funding: $4,316

PROJECT DIRECTOR: Mary Lindquist Phone: (814) 337-7323

AGENCY NAME AND ADDRESS: Crawford County Literacy Council, Inc.
312 Chestnut St. #103
Meadville, PA 16335

DESCRIPTION: Often social, emotional, and economic problems, rather than academic issues, interrupt an adult learners attempt at attaining basic educational skills. Staff and volunteer instructors need to be aware of these factors and deal with them while working with new readers. This entails sensitivity as well as suggesting resources within the learner's community which might provide relief. While the ideas of helping and facilitating someone are positive, "enabling" causes a shift from healthy compassion and empathy to over-involvement and negative results. Achieving the balance between positively helping and negatively "enabling" can be difficult. This awareness of both of these issues and making of referrals while not "enabling", can ameliorate the impact of these issues on the learning process.

OBJECTIVES: The goal for this project was to assist volunteers and staff in increasing their personal awareness and sensitivity of factors in the life of an adult learner that may hinder or otherwise affect learning. It includes becoming aware of when help is needed, and how to provide that help without undermining the new reader's self-reliance and esteem. To accomplish this, we:

1) Provided three half day (3 hour) "Volunteer Awareness Trainings" for tutors and staff of the Crawford County READ Program.
2) Promoted awareness and understanding of the concept of educational enabling by sponsoring one full day workshop for 30 staff and tutors.
3) Informed and sensitized participants regarding the variety of non-educational problems confronting new readers.
4) Provided information on area agencies where referrals may be made.
5) Increased tutor and student retention by helping participants find the balance between positive help and negative enabling.

TARGET AUDIENCE: Literacy Program Staff and Volunteer Tutors

METHOD OF EVALUATION: An informal evaluation tool was developed to be used at the end of the workshops to assess changes in knowledge of social services issues, value of the workshops and attitude of participants. A follow-up evaluation was sent at the end of the program year to assess the longer-term impact of these workshops on referrals made to agencies and learner retention.

FINDINGS: Staff and tutors were often already sensitive to the issues faced by new readers but had little knowledge of how to positively aid with those problems and were to make referrals.

CONCLUSIONS: Although there was good retention of the new readers who were matched to the tutors attending the workshops, it is difficult to know the precise reasons for the retention. It is clear, however, that awareness of these issues is critical to a good literacy program.

DESCRIPTORS:

INTRODUCTION

Often social, emotional, and economic problems rather than academic issues, interrupt an adult learners attempt at attaining basic educational skills. Staff and volunteer instructors in adult literacy programs, while not therapists, need to be aware of these factors and deal with them while working with new readers. This entails being sensitive to the problems and being able to suggest resources within the learner's community which might provide relief. While the ideas of helping and facilitating someone are positive, "enabling" can cause a shift from healthy compassion and empathy to over-involvement and negative results, both in social service areas and in the educational setting. Achieving the balance between positively helping and negatively "enabling" can be difficult. This awareness of both of these issues and making of referrals while not "enabling", can ameliorate the impact of these issues on the learning process.

The goal for this project was to assist volunteers and staff in increasing their personal awareness and sensitivity of factors in the life of an adult learner that may hinder or otherwise affect learning. It included becoming aware of when help is needed, and how to provide that help without undermining the new reader's self-reliance and esteem. To accomplish this, we provided three half day (3 hour) "Volunteer Awareness Trainings" for tutors and staff. As a balance to promote awareness and understanding of the concept of educational enabling we sponsored one full day workshop on educational enabling given by Dr. Steven Landfried. Our purpose was to inform and sensitize participants regarding the variety of non-educational problems confronting new readers and provide information on area agencies where referrals may be made. It was hoped that these activities would increase tutor and student retention by helping participants find the balance between positive help and negative enabling.

These workshops were planned for the fall of 1992 and the spring of 1993. However, delayed receipt of actual funds necessitated all the workshops being done in the spring.

Mary Lindquist, Program Coordinator, supervised the project. The "Social Impact Workshops" were conducted by Martha and Elmer Nelson, community leaders who have a long history of experience in social services. The "Educational Enabling" workshop was conducted by Dr. Steven Landfried, and educator from Wisconsin.

This report has been prepared for literacy program coordinators and volunteers who wish to upgrade the sensitivity of their staff to social, economic and psychological concerns of new readers.

Copies of this report will be housed at AdvancE, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333.

CHAPTER I. NEEDS STATEMENT

New readers in adult literacy programs face many barriers to effective learning that often lessen their success rate. Among these barriers are many of a social nature including problems of daily living, familial relationships, self-image and community pressures. Volunteer instructors in a literacy program, while not therapists, need to be aware of these factors and deal effectively with them while working with new readers. Largely this entails being sensitive to the problem, being perceptive enough to discern the problem when it is present, and being able to suggest resources within the learner's community which might provide relief. This awareness and making of referrals can ameliorate the impact of these issues on the learning process, although tutors need also to recognize the reality of a lack of resources and the likelihood that these resources may be inadequate.

Problems occurring are usually in one of three areas: basic needs not being met such as food, financial security, physical and/or emotional health care; problems with physical environment including inadequate housing and poor domestic management or parenting skills; social skills involving their own perception of self as related to others, including family and/or marital problems. An adult learner is affected by these problems not only if they occur in his or her own life, but also if they occur in the lives of close family members or friends.

While making referrals to social service agencies for appropriate help, and sympathizing with the problems faced by those of low income, it is important that the tutor learn also not to take on the new reader's responsibilities. If a referral is made, the new reader should be the one who, after the initial contact, follows through and assumes the remainder of the responsibility for services. Otherwise the situation increases the dependency of the new reader on others. While perhaps solving an immediate problem, the long range one of the new reader not being self-reliant is once again not addressed. This has been called "enabling" in current psychological jargon. Enabling occurs any time one

person takes on another's responsibilities, thus allowing the one being served to become dependent.

This same "enabling" can occur in the educational setting. While the ideas of helping and facilitating someone's learning are positive, "enabling" in this sense, can shift from healthy compassion and empathy to over-involvement and negative results. In the adult education field, volunteer tutors often feel so sorry for the circumstances of the adult with low basic skills that they assume too much responsibility for the adult's learning. They end up engaging in practices which discourage intrinsic motivation, self-reliance, persistence and self-esteem in learners. Efforts to guarantee success for a new reader may lower educational standards, inflate assessments and create other forms of "synthetic success." New readers can develop manipulative tendencies and poor work habits to the detriment of both academic achievement and increased self-esteem. For example, tutors allow new readers to shirk responsibility for learning when they answer their own questions too readily or supply an unknown word when a student is struggling to decode. It also occurs when tutors spell words for students rather than encourage them to sound them out or look them up in the dictionary.

Achieving the balance between positively helping and negatively "enabling" in either social service or educational areas can be tricky. It is important that those who work or volunteer in a "helping" capacity remain aware of the need for this balance.

The READ Program utilizes only volunteers in one-on-one instruction with the adult learners enrolling in the program. An average of 250 new readers are served annually by 150 tutors. Currently some information regarding both sensitivity to social problems of new readers and enabling is included in the tutor training, however as the primary purpose of the tutor training is to provide information on educational instruction, the social and psychological issues are not emphasized. Often, however, it is the social and psychological problems in a new reader's life which interrupt attendance, rather than actual

instruction. Reinforcement for the volunteers regarding these problems therefore is valuable. Enhanced sensitivity on the part of tutors can increase attendance and help new readers gain self-reliance.

The goal for this project was to assist volunteers and staff of the Crawford County READ Program in increasing their personal awareness and sensitivity of factors in the daily life of an adult learner that may hinder or otherwise affect learning. This also includes becoming aware of when help is needed, and how to refer or provide that help without undermining the new reader's self-reliance and esteem. Several staff development workshops were conducted to address these issues.

CHAPTER II. VOLUNTEER AWARENESS WORKSHOPS

The primary objective for addressing these issues was to provide staff development workshops, one on the social impacts which often face new readers and the other on educational enabling. The "Social Impacts" workshops were offered in three half day (3 hour) "Volunteer Awareness Trainings" for volunteers and staff of the READ Program presented in both Meadville and Titusville (30 miles apart) at various times of the day for accessibility.

The "Social Impacts" workshops were offered by the team of Martha and Elmer Nelson. Both have masters degrees in social work with an extensive list of employment and volunteer activities for numerous years. Elmer, recently retired, was the Executive Director of the PA Department of Public Assistance in Crawford County for fifteen years, and one of the founders of the Crawford County Community Council, an organization of social service agencies.

The workshops were planned to be held in the fall and spring, however delayed receipt of funding caused all the workshops to be held in the spring. Two workshops were held in Meadville, one on May 11, 1993 in the afternoon and the other on May 18, 1993 in the evening. Eleven people attended the May 11 workshop, seven attended the May 12 workshop and eight tutors attended the May 18 workshop.

The workshop contained a variety of activities including sensitivity exercises, formal presentations, small group activities and large group discussions. Because the groups attending were small, the discussions were lively and could be directed to particular problems tutors were having with their assigned new readers. Martha and Elmer offered particular advice and insight as well as gave information on possible resources for referral for those with problems. They also drew the tutors attention to the Directory of Social Services in Crawford County which is housed at each of the nine libraries in the county. They discussed how to approach a new reader about an observed problem, how to assess when it was time to call for professional help, where to go to find out what help is available, how to make a referral and how to follow up on

that referral.

One of the objectives was to have a minimum of 15 in attendance at each workshop, thus serving 45 tutors. Because the workshops were concentrated in a short period of time, tutors were not as willing to attend and those attendance goals were not met.

The evaluations completed at the end of each workshop were tallied and appear in the Appendix to this report. In general, the tutors felt the workshops were valuable and they had gained sensitivity on these issues. Because the workshops were conducted in the middle of May, there was not adequate time to send out a follow up evaluation for the long term effects of this workshop.

CHAPTER III. EDUCATIONAL ENABLING WORKSHOP

The "Educational Enabling" workshop was given one time only in Meadville on March 13, 1993 by Dr. Steven Landfried. Enrollment was limited to thirty participants by Dr. Landfried to provide an atmosphere which would promote discussion during the workshop. In order to promote a wider impact of the information on the subject, participants were invited from literacy programs in neighboring counties as well as tutors and staff from the READ Program. Reservations were received from more than thirty, so there was a waiting list. In addition, there was a group of seven being transported from Titusville by READ staff. Unfortunately, March 13 turned out to be the weekend of "Superstorm '93", which people on the east coast can mostlikely recall. As Dr. Landfried had traveled from Wisconsin and there was not grant money to bring him here a second time, the workshop was not postponed. Only fifteen of the registrants attended, and the workshop ended one half hour early as the storm became so severe. (Dr. Landfried was stranded in Meadville until Monday!)

In spite of the storm, the workshop provided valuable information and discussion. (An outline of the workshop is in the appendix, as well as a copy of all of Landfried's handouts.) Landfried pointed out that in the adult education setting, counselors, teachers and volunteer tutors often feel so sorry for the circumstances of the adult with low basic skills that they assume too much of the responsibility for the adult's learning. While educators endorse the importance of enhancing student responsibility in learning, in reality, they often engage in practices which discourage intrinsic motivation, self-reliance, persistence and self-esteem in learners. Efforts to guarantee success for virtually all new readers may lower educational standards, inflate assessments and create other forms of "synthetic success." As a result, learners may develop manipulative tendencies and poor work habits to the detriment of both academic achievement and increased self-esteem.

According to Landfried, all educators engage in this kind of enabling to some degree, which hinders progress and debilitates learners rather than helping

them. The first step in educators overcoming this problem is awareness of the enabling behavior and activities; the second step is learning to distinguish "true help" from "debilitating help" (enabling) and the third is to develop strategies to take actions to stop. Landfried's workshop addressed these issues. By understanding these concepts well, participants were able to identify and reduce their own enabling behavior.

A written, informal evaluation was given the participants at the end of the workshop which stated that most gained a great deal from the discussions. In observing some tutor/learner pairs since the workshop, I have observed that several have stopped accepting "weak" excuses for poor attendance or poorly prepared assignments. The result is that those learners attend more regularly and have become more serious about their efforts.

CHAPTER IV. CONCLUSIONS

Attendees at the workshops expressed a heightened sensitivity to social, emotional, economic and psychological issues often faced by learners in adult education programs. This project was valuable to drawing their attention to those issues and discussing them from several perspectives. It was also helpful to provide participants with an awareness of resources which could help alleviate some of the conditions and problems faced by them. Many pointed out, however, that we often have worked sensitivity issues into the discussions during tutor training so they felt that the information was not really new.

The response to the Educational Enabling workshop was also very positive. Those attending stated that this workshop was a "different" slant on the ways to help literacy adult learners. Participants commented that it reinforced them in their dealings with their learner, and encouraged them to expect more from them educationally. This hopefully will show in attendance patterns, work done between lessons and overall achievement. It is too soon to tell.

The most important recommendation I would give for someone planning to repeat this project for their own area would be to spread the workshops out more so there was not a concentration of staff development workshops in a short period of time. This causes attendance to be lower as people get tired of attending activities. As far as the weather problems encountered which kept attendance low at the Educational Enabling workshop, there was no way to predict that storm. In fact, the March 13 date had been chosen to avoid traveling problems due to snow.

AGENDA

I. Opening and Introductions [Include housekeeping]

II. Activity: "The Beauty and the Crone" [What you see depends on what you are looking for.]

III. When the new reader backs off. [A brief overview of the dynamics of counter motivation from family, the home situation and others.]

IV. Exercise: Identify a new reader's problems that have impacted on your trying to help him/her to learn. [Paper and pencil, each participant on own.]

V. Discussion [Volunteers present their examples]

VI. You are not a therapist nor do you have a magic wand - so what to do? [Identifying the problem, talking about it, making a referral.]

VII. Some examples from others - Small group discussion and feedback. [Prepared scenarios, one to each group of 4 to 5, group selects reporter, talks about the situation identifies the problem(s) and proposes an action plan. Reporters present to total group with discussion.]

VIII. Brainstorming local resources and access.

IX. Wrap up and adjournment.

Social Impacts on Learning

To assist volunteers and staff to increase their awareness of factors in the daily life of a new reader that may hinder or help their learning and to heighten their sensitivity to these areas. Particular areas of consideration are the personal and social interactions, physical environmental difficulties and supportive structures available to resolve the presenting obstacles.

Martha Nelson is a graduate of Edinboro State College and the University of West Virginia, School of Social Work with a Bachelor of Science in Secondary Education and a Master of Social Work degree. She has worked for the Departments of Public Welfare in Crawford County and Washington, D.C.; Traveler's Aid in Philadelphia; Family and Children's Service in Harrisburg; Children's Aide Society in Reading; Lynchburg Training School and Hospital in Lynchburg, Virginia; and Family and Children's Service in Pittsburgh. She has had extensive volunteer involvement, particularly in the Meadville Area, with National Association of Social Workers, Meadville Senior Citizen's Association board, Crawford County Community Council board, Mental Health Association board, Girl Scouts personnel advisory committee, Skate Club board, Fairmont/Fairview advisory board, and Stone Church social concerns committee. She is a partner in *MAREN*, a human services management consulting organization.

Elmer Nelson holds Bachelor's and Master's Degrees from Allegheny College. He has worked for the Public Welfare Departments in Crawford County and in Seattle and the Department of Labor and Industry in pennsylvania. He has had extensive volunteer involvement Crawford County Community Council board, Crawford County Coalition on Housing Needs board, Crawford County Emergency Services Coalition board, Northwest Pennsylvania Training Partnership Coalition Private Industry Council, Crawford County Literacy Council board. Prevention Alliance of Crawford County, American Legion, and Boy Scouts. He is a partner in *MAREN*, a human services management consulting organization.

AGENDA

I. Opening and Introductions

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Group Exercise 1

Mr. R.W., married to same wife, 4 children (6 to 14), close to personal family and extended one. A school dropout, grade unknown, and outdoor person. His initial physical appearance is clean and appropriately neat. In demeanor he is non-verbal and controlled but pleasant.

He has held a variety of unskilled labor jobs, most of them in garages and/or as a handyman. He supplements loss of jobs by a periodic use of Welfare when Unemployment Compensation runs out. He would like to have his own auto shop.

He has "hidden" the lack of reading skill pleading no glasses or inability to decipher hand writing. He was reassured and encouraged to get help by an employer who informed him about the READ program. He lives in a rural out of town small rental property and has several "held together" cars and motorcycles. He has been known to walk and hitch hike quite a distance to employment.

Lately he has not been well prepared and seems to be withdrawing.

What problems may he be having?

How could you help him?

Group Exercise 2

Mrs. J.D. married young in another state (age 16) and dropped out of a Junior High School two years behind her class. She now has 2 children ages two and four. Husband has disappeared and no contact has been made for a year. She has no close family ties and only a few contacts. She appears to be clean and dresses in "a la rocker" style. She is verbal in almost a steady stream and seems to be seeking agreement.

She has a limited work history of baby sitting and picking crops. The only source of income is a Welfare check. She would like to be a Nurses Aide because she likes people and the hours might fit her children's schedule as they mature.

She admits now that she doesn't read well. She made her own decision to contact READ after watching a TV ad and program.

She lives in a housing project which requires her to "hunt a ride" or take a bus.

While seemingly well motivated she has tended to have a wide range of excuses and difficulty focussing on her reading skills.

<u>What do you think may be interfering with Mrs. J.D.'s initial efforts and causing her current lack of performance?</u>

<u>What can you do about it?</u>

Group Exercise 3

Mr. A. S. married five years. They have one pre-school child and are expecting another in about five months. Both he and his wife left formal education several years behind their starting class. He dresses casually and is usually clean. His personality is usually confident and comfortable with a sense of strength.

He has worked as an unskilled construction laborer and has used Welfare when his Unemployment Compensation benefits are exhausted. His wife has had part time employment at a local hamburger restaurant until their first child arrived. He'd like to become a truck driver but needs to develop his reading skill. She had hopes to be a clerical worker.

He was encouraged to enter READ by a long time friend and also aa READ graduate.

He and Mrs. S. live in a rented trailer in a trailer park slightly out of town. They do not have close family ties.

His READ tutor has noticed the quality of his work has decreased. He seems pe-occupied and sullen.

<u>What may be causing this change and interfering with his progress?</u>

<u>What would you do about it?</u>

EDUCATIONAL ENABLING

Proposed Workshop Agenda

Consultant: Steven E. Landfried, Ph.D.

Submitted to Mary Lindquist, Crawford County READ Program
Meadville, PA

First Session—Overview (9:00-10:15 a.m.)

- Identify reasons for concern and goals for session
- Define "enabling" and "co-dependency".
- Discuss "educational enabling" in various learning settings
- Distinguish between "true help"(facilitating interventions) and "enabling"(debilitating interventions).
- Put problem in societal, cultural and historical perspective.
- Identify long-term impacts of educational enabling on the attitudes, skill acquisition, academic achievement and personal growth on students and staff.

Second Session—Practical Considerations (10:30-12:00)

- Discuss what learning outcomes students should achieve in developmental reading programs.
- Examine why enabling reduces success of reading improvement
- Identify how students trigger enabling behaviors
- Examine what motivate "enablers" to let students off the hook.
- Identify practical examples of educational enabling in reading or developmental studies contexts.
- Identify general strategies to minimize educational enabling and maximize student self-esteem in reading programs.

Third Session—Planning for Change (1:00-3:30 p.m.)

- Complete educational enabling questionnaire
- Practical exercises to practice skills in distinguishing "true help" from "enabling"
- Identify factors which perpetuate enabling in situations encountered by workshop participants
- Distinguish between elements that participants can realistically have some influence
- Develop and discuss individual plans to reduce enabling behaviors
- Questions, discussion, and review
- Share bibliography and other resources

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EDUCATIONAL ENABLING

A Workshop for Adult Reading Teachers

Steven E. Landfried, Ph.D.

Prepared for
Crawford County READ Program
Staff Development Grant
Meadville, Pennsylvania

Saturday, March 13, 1993

Staff Member

Factors Influencing Professional Choices & Behavior

Childhood

Birth order
Family life
Role models
Educational experiences
Skill base
Social status
Travel

Basic Mindsets

- Self-esteem
- Psychological baggage
- Unconscious compulsions

Personal Life ⟷ Job

Basic Style

- Perceptual outlooks
- Verbal repertoire
- Non-verbal
- Ego-defenses

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Ed•u•ca•tion•al en•a•bling (ej´oo kay´ shen 'l en a´ bling), v.t.

1. **Doing things for students which they should, can, and must do themselves to fully develop their skills and traits of character.**
2. **Actions by parents, schools, teachers, and classmates which teach pupils they will not be held fully accountable for their own learning or the consequences of their choices and behavior.**
3. **Behaviors which allow students to be lazy, inattentive, discourteous, disruptive, or work below their potential.**
4. **Practices done in the spirit of helping which foster co-dependency and lower the learner's self-expectations, competencies, and self-esteem.**

Syn. *Over-protecting, rescuing, bailing out, coddling, spoiling, and copping out.*

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Consequences of Enabling

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Teaching Young Workers to Grow Up

11·17·91 NYT 13

By MORRIS R. SHECHTMAN

IT is a management challenge that may be unique to the 1990's: To get more out of a significant portion of its work force, business must essentially re-parent it.

Managers tell me that too many workers in their 20's and early 30's are still adolescents emotionally. It's not everyone, of course, and there are few numbers to cite here. But the message I get from companies struggling against a sour economy is that immaturity in their younger workers is a growing problem because these workers have lower productivity than their older colleagues. They are also harder to motivate and keep on the job.

Why is this even a problem? Demand for more education and information has had an unintended consequence: As a larger percentage of high school graduates go to college than in previous years, they are entering the work force later, stretching out their adolescence. College can be an important rite of passage but it allows many young people to remain committed mainly to themselves at ages when earlier generations were paying bills, dealing with landlords and making commitments to spouses and children.

Many parents subsidize this prolonged adolescence. Look at the growing number of live-at-home young adults: Nearly 55 percent of adults aged 18 to 24 and nearly 12 percent of those aged 25 to 34 live with their parents, according to the Census Bureau. That's up from 47 percent and 8 percent 20 years ago.

Adolescent traits like self-absorption, lack of commitment and short attention spans turn up at work as lower productivity. Recent Labor Department studies suggest that workers 30 and under are at least 25 percent less productive than their counterparts of 25 years ago. At 300 companies where I've worked as a consultant, managers call this a serious concern. Some suggest that productivity for this group lags that of other workers by as much as 45 percent.

MY advice to managers is simple: Help your young workers grow up on the job by using strategies not unlike those that you use at home with your teen-agers.

- Keep meetings short and focused. Adolescents don't have the attention span to respond well to the long, rambling meetings that too often characterize American business.
- Discharge one task, request one change or make one criticism at a time. Trying to cover every base in one or two meetings will overwhelm an adolescent. Everything will grind to a halt.
- Make your interactions numerous as well as short. Adolescents need continual reinforcement to bolster shaky identities.
- Articulate your expectations clearly and give constant feedback.
- Do not accept any exceptions to the rules.

Companies that re-parent their workers report improvements in productivity and worker retention. Robert Kerrigan, the top executive of Northwestern Mutual Life Insurance's Los Angeles agency, said that when his company begins its re-parenting effort with workers, it gets just a few focused hours a day of work out of them. "But as they are held increasingly accountable, they take more responsibility for and ownership of their jobs," he said. Over time, he said, it has meant that workers grow up in two to three years, versus the six to seven it used to take.

No one went into management to "raise" Johnny or Janey on the job. But the only viable choice facing companies is to develop their adolescent work force or lose enormous amounts of productivity — and profits. ■

Morris R. Shechtman is a management consultant in St. Charles, Ill.

"Facilitating Help"—*True Help*

Clearly Facilitative Interventions
Always *en*courage self-esteem by fostering self-reliance, skill development, personal and social responsibility

Generally Facilitative Interventions
Usually *en*courage self-esteem by fostering self-reliance, skill development, personal and social responsibility

Gray Area Interventions
Send mixed messages to students and generally confuse them about adult-expectations and role responsibilities.

Generally Debilitating Interventions
Usually *dis*courage self-esteem by fostering dependence, apathy, and social/personal irresponsibility.

Clearly Debilitating Interventions
Always *dis*courage self-esteem by fostering dependence, apathy, and irresponsibility.

"Debilitating Help"—*Enabling*

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Debilitating Help "Enabling" Actions	True Help "Facilitating" Actions
Letting students make all choices	Structuring
Thinking for	Creating "bite-size" learning tasks
Speaking for	Asking questions
Protecting	Setting clear limits
Rescuing	Adhering to agreed consequences
Solving for	Displaying patience
Over-controlling	Letting go
Overlooking	Discussing
Avoiding	Providing timely responses
Minimizing	Training/coaching
Deflecting	Confronting issues
Excusing	Reviewing expectations
Frequently reminding	Saying things once
Blaming others	Describing reality
Giving inflated grades	Giving honest feedback
Inconsistency	Being consistent
Assigning meaningless or irrlevant tasks	Making school work relevant to life
Simplistic analysis	Putting things in perspective
Giving easy tests	Providing challenging assessments
Choosing for	Soliciting options
Telling	Asking
***Dis*-couraging**	***En*-couraging**

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Is It "Educational Enabling"?

Ten Key Questions

1. **Whose responsibility is the task at hand?**
2. **Were reasonable expectations made clear ahead of time?**
3. **Is the student capable of doing the task at this time?**

4. **Does the student need to learn the skills or lessons involved?**
5. **What lessons for life could be learned here?**
6. **What will the student learn if he/she is let off the hook? What will other students learn?**

7. **How important are my expectations to me? To my students?**
8. **Do I have the courage to stand for my convictions? If not, why not?**
9. **How can I deal with psychological factors/institutional factors that may be holding me back?**
10. **How can accountability lead to growth in this situation?**

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Worksheet—What Kind of Help is It?

Educational Enabling Workshops Steven E. Landfried, Ph.D.

This worksheet is designed to stimulate thought and discussion about possible distinctions between facilitating/empowering help (true help) and debilitating "help" (educational enabling). Toward that end, please check which type of help is represented by each practical example. Then indicate what you feel students really learn from each intervention.

Intervention	Debilitative Help	Facilitative Help	Lesson(s)Learned by Student
Giving a pencil to a student once			
Giving a textbook to a student once			
Repeatedly giving things to forgetful students			
Repeating instructions for inattentive students			
Writing homework assignments on the board			
Consistently accepting "I don't know" responses			
Repeatedly providing pencils and paper to forgetful students			
Doing work for the students			
Accepting late assignments without penalty			
Making consequences of forgetfulness unclear			

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Intervention	Debilitative Help	Facilitative Help	Lesson(s)Learned by Student
Passing students who have done failing work			
Returning written work without comments			
Ignoring poor grammar			
Having a ready supply of all things students forget			
Accepting foul language when students have "bad days"			
Giving group credit for work done by one person			
Ignoring intimidating actions from lazy students			
Accepting illegible written work			
Excusing poor manners or respect from students from broken homes or dysfunctional families			
Lowering expectations for certain students			
Repeatedly reminding students of assignments			

Draft **EDUCATIONAL ENABLING—Questionnaire** Draft

Teacher Version—by Steven E. Landfried, Ph.D.

These questions are designed to stimulate discussion about characteristics of educational enabling and to encourage you to reflect on the degree to which you may engage in educational enabling. Please check the box which best describe your typical behaviors or what you accept from students.

Yes	No		
☐	☐	1.	Do you regularly give pencils and paper to "forgetful" students?
☐	☐	2.	Will "I don't know" responses usually get students off the hook in your class?
☐	☐	3.	Do you frequently answer your own questions if students don't respond?
☐	☐	4.	Do you make up class rules as you go—and then enforce them sporadically?
☐	☐	5.	Do you do most of the talking in your class or in interactions with students?
☐	☐	6.	Will you give books to students who have allegedly forgotten his/hers?
☐	☐	7.	Do you frequently make excuses for your students' actions?
☐	☐	8.	Can your students depend on your cleaning up messes for them?
☐	☐	9.	Do you repeat questions for inattentive students?
☐	☐	10.	Do your students received credit for illegible answers or assignments?
☐	☐	11.	Can students swear in your class without fear of serious consequences?
☐	☐	12.	Do verbal students regularly interrupt others and dominate your class?
☐	☐	13.	Do most of your students receive A's and B's?
☐	☐	14.	Do you spell words for students rather than asking them to look words up in the dictionary for themselves?
☐	☐	15.	Have you changed grades after receiving pressure from students, parents, or administrators ?
☐	☐	16.	Do students get out of work by getting you to tell jokes or stories?
☐	☐	17.	Are you easily intimidated by aggressive students or parents?
☐	☐	18.	Do you continually remind students when assignments are due?
☐	☐	19.	Are deadlines extended for students who give fairly good excuses?
☐	☐	20.	Can students get A's from you without regularly participating in discussions?
☐	☐	21.	Do "slower" students get easier questions from you than regular students?
☐	☐	22.	Do you feel a continual need to help people?
☐	☐	23.	Do you feel that you've failed whenever students do poorly in your class?
☐	☐	24.	Do you think doing things for students really builds their self-esteem?

Work Skills for the 21st Century— What Companies Need

Basic academic skills
- reading
- writing
- computation

Communication skills
- listening skills
- speaking skills

Adaptability
- problem-solving skills
- creative thinking

Group effectiveness skills
- interpersonal skills
- negotiations skills
- teamwork

Ability to Influence others
- leadership
- organizational effectiveness

Source: Anthony P. Carnevale, et al., "Workplace Basics: The Skills Employers Want," Training and Development Journal, Oct., 1988.

TEACHING YOUNG WORKERS TO GROW UP

- Articulate expectations—clearly
- Keep meetings short
- Give one task at a time
- Request one change at a time
- Limit criticism to one thing at a time
- Have frequent interactions
- Monitor performance often
- Make interactions short
- Hold workers constantly accountable
- Give continual feedback
- Make no exceptions to rules

Source: Morris R. Sheetman, "Teaching Young Workers to Grow Up", New York Times, New York, NY, November 17, 1991, p. 13.

Graduation Goals—The Class of 1996

What Do Parents Want for Their Children?

Life Skills	What the student must do

Character Traits	What the student must do

Knowledge Base	What the student must do

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SOCIAL EDUCATION FOR THE WHOLE STUDENT

Steven E. Landfried, Ph.D.

Life Skills

Social Skills
- Manners/courtesy
- Diplomacy
- Empathy
- Cooperation/teamwork
- Respect for others
- Honors commitments
- Social role adaptability
- Independence
- Networking
- Street smarts
- Assertiveness
- Conflict resolution
- Personal courage

Communication
- Nonverbal expression
- Verbal skills
- Penmanship
- Writing
- Telephone skills
- Creative expression
- Expressing emotions

Learning Skills
- Organization
- Listening
- Note-taking
- Underlining
- Question asking
- Computer literacy
- Memorization
- Test-taking
- Information accessing
- Knowing what to learn/forget
- Coachability
- Higher-order thinking
- Decision-making

Knowledge Base

- Vocabulary/grammar
- Awareness of current events
- Historical perspective
- Personal history/ethnic origins
- Practical knowledge
- Geographical/spacial orientation
- Foreign language proficiency
- Academic vocabulary/concepts
- Religious/ethical values
- Mindsets/philosophies

ASPECTS OF IDENTITY

- Body self (appearance)
- Feeling self (emotions)
- Thinking self (cognition)
- Social self (social roles)
- Life experiences
- Ethical self (values/morals)
- Material self (possessions)
- Private self
- Spiritual self
- Unconscious self

Personal Development

- Establishing own values
- Dealing with feelings/expressing emotions
- Accepting sexuality in a responsible way
- Learning to manage money
- Concern for hygiene/nutrition/health
- Developing a work ethic
- Goal-setting/planning for the future
- Building/maintaining self-esteem
- Ongoing reflection/self-understanding
- Realistic self-appraisal

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ATTRIBUTES OF RESILIENT CHILDREN

- **Social competence**
  - –Responsiveness
  - –Active
  - –Adaptable
  - –Empathy
  - –Caring
- **Problem-solving skills**
  - –Abstract thinking
  - –Reflective thinking
- **Autonomy**
  - –Independence
  - –Internal locus of control
  - –Self-discipline
  - –Impulse control
- **Sense of Purpose & Future**
  - –Health expectations
  - –Goal-directedness
  - –Success orientation

Source: Bonnie Benard, "Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community", Western Regional Center for Drug Free Schools, Portland, OR, 1991.

Major Types of Coping Skills

Appraisal Focusing

- Mental preparation
- Cognitive avoidance/denial
- Cognitive redefinition
- Logical analysis

Problem Focusing

- Seeking information
- Identifying alternate rewards
- Seeking support
- Taking problem-solving action
- Pursuing alternate rewards

Emotion Focusing

- Emotional discharge
- Resigned acceptance
- Affective regulation
- Resilience

Source: Coping with Life Crises: An Integated Approach, Rudolf H. Moos, ed., Plenum Press, N.Y. 1986.

CHARACTER DEVELOPMENT GOALS

Mr. Landfried—Stoughton High School 1992-93

- **Adaptability**
- **Curiosity**
- **Effective communication**
- **Environmental ethics**
- **Honesty**
- **Humor/self-perspective**
- **Persistence**
- **Resilience**
- **Reflectiveness**
- **Respect for self/respect for others**
- **Responsibility—personal and social**
- **Self-confidence**
- **Self-reliance**
- **Tolerance**
- **Work ethics**

Whose Responsibility is It?

Life/Work Studies Mr. Landfried 1992-93

In the space provided, write examples of the responsibilities people in the roles below have regarding your learning or performance in this class. Discuss your responses with a parent or guardian and have him/her sign below to acknowledge your conversation.

Student Responsibilities

_____

_____

_____

_____

_____

_____

_____

_____

Teacher Responsibilities

_____

_____

_____

_____

_____

_____

Parent Responsibilities

_____

_____

_____

_____

Possible Counselor Responsibilities

_____

_____

_____

Parent Signature _____ *Date* _____

PROTECTIVE FACTORS IN SCHOOLS

- **Caring and Support**
  - –Teachers and staff
  - –Peers
  - –Parents
- **High Expectations for all Students**
  - –Clear expectations
  - –Frequent participation
  - –Diverse extracurricular options
  - –Academic and social success promoted
- **Youth Participation and Involvement**
  - –Early engagement
  - –Meaningful social roles
  - –Opportunities to respond
  - –Chances to succeed

Source: Bonnie Benard, "Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community", Western Regional Center for Drug Free Schools, Portland, OR, 1991.

REDUCING EDUCATIONAL ENABLING

Personal Strategies for Change

Current Enabling Behavior	Proposed Facilitating Change

Current Enabling Behavior	Proposed Facilitating Change

Current Enabling Behavior	Proposed Facilitating Change

Typical Responses to Counter-Enabling Interventions

- *Lack of concern*
- *Disbelief*
- *Denial.*
- *Minimal awareness*
- *Full awareness*

Manipulation
- Testing
- Pleading
- Buttering up
- Parents involved

Ego-Defenses
- Regression
- Rationalization
- Displacement
- Compensation
- Reaction-formation

Overt hostility

Flight/avoidance

Group sabotage

Initial adaptation

Frustration

Practice

Small progress

More confidence

Greater effort

Self-satisfaction

New work ethic

Self-esteem

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What are your buttons? Can you unplug them?

Everyone has certain things which immediately trigger compulsions, insecurities, and enabling" tendencies in us. Please write how students hit your "buttons" and set off unthinking responses from you. Then summarize childhood experiences which might have set those triggers. Finally, give examples of how you could defuse their power in your life.

Your "Buttons"	*Underlying History*	*Possible Antidotes*

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Personality Styles of Disruptive Students

Steven E. Landfried, Ph.D.

	Motivating Factors	Impacts of "Enabling"	Effective Interventions
Oppositional Disorder	Power/control		
Somatic Complaints	Unconscious denial		
Depressive Personalities	Low self-esteem		
Undersocialized Students	Lack of effective social role models		

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Personality Styles of Disruptive Students

Steven E. Landfried, Ph.D.

	Motivating Factors	Impacts of "Enabling"	Effective Interventions
Oppositional Disorder	Power/control		Paradoxical reactions Unpredictability Use of humor Double-binding
Somatic Complaints	Unconscious denial		Acknowledge stresses Limited undivided attention Put back on task
Depressive Personalities	Low self-esteem		Cognitive restructuring (change the "tapes") Dialogue
Undersocialized Students	Lack of effective social role models		Assume nothing Explain actions Model behaviors Affirm understandings Reinterate/review

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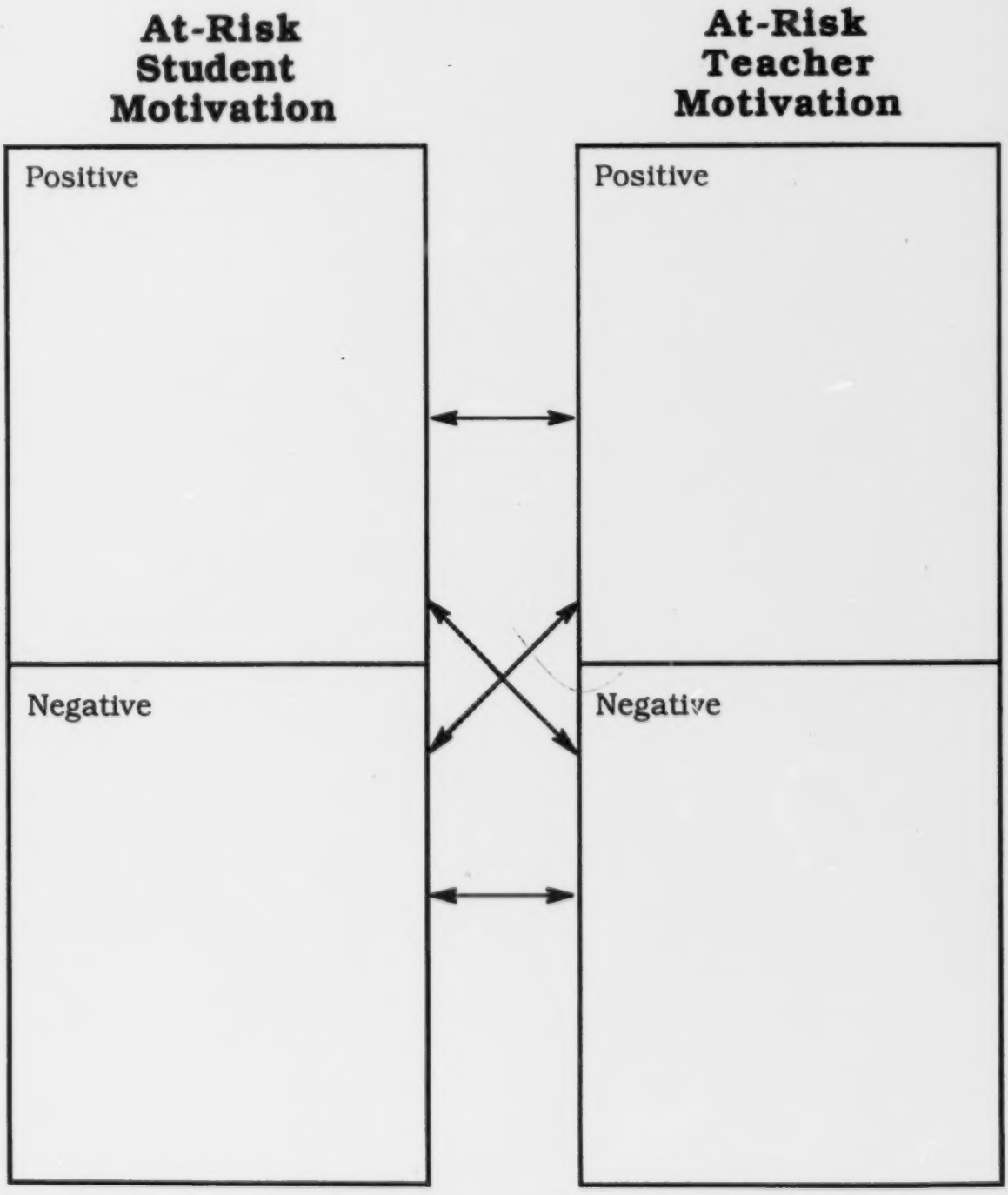
Motivation & Educational Enabling: What Relationships Exist?



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The Building Blocks for Effective Teachers

Balance in life
Support from others
Consistency / Courage

Student involvement
Relevant curriculum
Clear expectations
Vision / Goals

Self-confidence
Constructive role models
Unconditional love as a child

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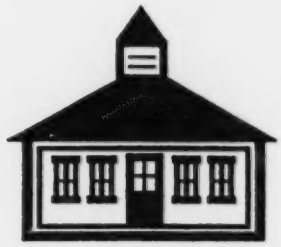
SOURCES OF INTRINSIC MOTIVATION

adapted by Steven E. Landfried, Ph.D.

- Personal involvement
- Meaningful challenges
- The manner in which tasks are presented
- Novelty and surprise
- Variety
- Complexity
- Successful role models
- The expectation that all problems are not solvable
- Hands-on opportunities to practice skills
- Definable tasks broken down into understandable, sequential subtasks
- Minimal outside help and a real sense of personal control
- An opportunity to make choices about:
  - when to do a task
  - how to complete a task
  - how difficult a task to undertake
  - evaluation strategies
- Respect from and for others
- Honest appraisals of performance combined with suggestions for improvement
- Opportunities and encouragement to learn from mistakes
- A sense of improvement and growth
- The knowledge that personal satisfaction is more important than anything else

Source: Deborah J. Stipek, Motivation to Learn—From Theory to Practice, Prentice-Hall Englewood Cliffs, N.J., 1988, pp. 29-38.

Counter-Enabling Strategies for Teachers



- Take charge the first day and let students know you're holding the reigns.
- Establish a seating chart on day one.
- Hand out and discuss your expectations early in the semester.
- Make life skill and character development an obvious priority.
- Set and consistently enforce limits for all students.
- Expect each student to participate in class activities—especially the shy ones.
- Establish the "one at a time" expectation from the start—especially with the verbal steamrollers.
- Ask students to identify their responsibilities—as well as those of parents and their teachers—in the learning process.
- Give older students the option of being called "Mr." or "Ms.".
- Expect students to listen carefully; don't repeat yourself.
- Relate course work to lives of students.
- Display a personal interest in each student.
- Provide opportunities for students to be responsible every day; share teaching responsibilities as much as possible.
- Model quality work and on task behavior yourself.
- Audio or video tape interactions for "reality checks".
- Expect students to work hard; praise real effort or process.
- Display some humor and sensitivity to their stage in life.
- Repeatedly put things in character trait and life stage development perspectives.

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IMPROVING INTRINSIC MOTIVATION IN STUDENTS
14 Strategies for Educators and Parents

by Steven E. Landfried, Ph.D.

1. Use extrinsic rewards sparingly and carefully.
2. Discourage dependency by expecting that students do what they could, should—and can—do themselves.
3. Actively involve students in all aspects of the learning/ teaching process on a daily basis.
4. Ask students to regularly set realistic goals for immediate and long-term learning tasks.
5. Teach traditional course content in ways which make the student's life experiences an integral part of the school curriculum.
6. Redefine the word "failure"—making clear that failure is best seen as a temporary and useful catalyst for self-reflection and growth that in no way reflects on the inherent worth of the individual.
7. Explain learning tasks in understandable and sequential units which make achievement of the overall task seem more attainable.
8. Encourage personal evaluation by asking each student to record and assess the frequency of different aspects of his/her verbal and nonverbal behavior.
9. Seek honest performance feedback from mentors and peers on a periodic basis.
10. Encourage student positive self-reinforcement for achieving daily and long term goals.
11. Provide experiences to practice positive "self-talk" which creates constructive anxiety when goals aren't reached.
12. Provide ongoing challenges which broaden awareness, develop life skills, and foster character building.
13. Create environments which encourage kids to take intellectual and psychological risks—and enhances their willingness and ability to learn from mistakes.
14. Have students identify motivational quotations, poems, songs, or sayings which can be readily seen or accessed by individuals and groups at crucial moments when inspiration or reminders of priorities are needed.

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Visualization Exercise

—Educational Enabling—

1. Imagine yourself in a school with a very manipulative student.

2. View yourself interacting with the student as you usually would.

3. Look for evidence of co-dependency on the part of the student, others, and yourself.

4. Reflect how you would like to interact differently with the student and/or the class.

5. Visualize interactions which make your hope a reality.

6. See yourself and that student interacting in new ways which truly foster skill building, self-reliance, and co-operation (rather than co-dependence and lower self-esteem).

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TIME MANAGEMENT MATRIX

	Urgent—Immediate Attention	Important—Output Oriented
TOP PRIORITY	Crises Pressing Problems Deadline-driven projects	Prevention Production capacity activities Relationship-building Recognizing new opportunities Planing Recreation
LOW PRIORITY	Interruptions Some mail Some calls Some reports Some meetings Popular activities	Busy work Trivia Some mail Some phone calls Time wasters Pleasant activities

Source: THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE, Stephen R. Covery, Simon & Schuster, N.Y. 1989

CRISIS THEORY
—Erich Lindemann

Orientation

- Management of major life transitions and crises.
- Study impacts on established patterns of personal and social identity.
- Develop conceptual frameworks for preventive mental health care.

Findings

- Individuals need and seek social and psychological equilibrium.
- During events that challenge usual patterns of thought, most people use habitual problem-solving strategies until balance returns.
- Crises are novel situations for which habitual responses are insufficient.
- A crisis is a transition or turning point that can promote cognitive integration and stimulate personal growth—and set the stage for an individual's adaptation and ability to meet future crises.

Source: Coping with Life Crises: An Integated Approach. Rudolf H. Moos, ed., Plenum Press, New York, 1986.

Lessons for Life

Compiled by Steven Landfried

"In the nomadic days, children had to live a disciplined life or else they wouldn't survive. . . . It was either learn or die!"
Tim Sergie—Kotlic, Alaska

"You can't hope your way to the top."
A. L. Williams

"We have to be on our toes to survive."
Lee Quan U, Governor of Singapore.

"Opportunity is missed by most people because it is dressed in overalls and looks like work."
Thomas A. Edison

"Don't wait for your ship to come in. Swim out to it."
Anonymous

"Life isn't a sprint. It's a marathon."
A. L. Williams

"The more you do for people, the less they can do for themselves."
Anne Meek

"Success is getting up just one more time than you fall down."
Anonymous

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